



# Report on Assessment Review

## Universal Screening Assessments

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### Purpose of Review

In order to identify students who might be at-risk for reading difficulty, the Reading Sufficiency Act (70 O.S. §1210.508C.A-B) requires that all students in kindergarten through third grade be given a universal screening assessment three times each year. These screening assessments must be approved by the Oklahoma State Board of Education. The purpose of this review was to identify assessments for universal screening that meet the requirements of the Oklahoma statute in order to make a recommendation to the Oklahoma State Board of Education.

### Rationale for Review

The last review of universal screening assessments for the Reading Sufficiency Act (RSA) was completed in 2018, and went into effect in the 2019-20 school year. The screening assessments approved for universal screening in the last review are shown in the table below.

Name of Assessment	Publisher
Acadience	Acadience Learning, Inc.
aimswebPlus	NCS Pearson, Inc.
mCLASS® DIBELS 8 <sup>th</sup> Edition	Amplify Education, Inc.
FastBridge	Illuminate Education
Istation	Imagination Station
MAP Growth™	NWEA
Star Early Learning	Renaissance Learning, Inc.

At that time, it was determined that the list of approved assessments should be reviewed every three years.

In 2020, HB2804 was passed requiring students who were below the grade-level target on the universal screening assessment at the beginning of the year to also participate in a screening assessment to identify characteristics of dyslexia. The new statute also requested that the Oklahoma State Board of Education approve a list of screening assessments for this purpose by July 2021.

Because the two assessments are dependent on one another, it was decided to conduct a review in which an assessment could be submitted for review either as a universal screening assessment, a dyslexia screening assessment, or to fulfill the requirements of both statutes.



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### Review Process

A request for information (RFI) was submitted in February 2021. Vendors were asked to provide the requested information for consideration by March 15, 2021. A scoring guide for the universal screening assessments was created based on requirements outlined in the statute.

A team of educational professionals from across the state who were knowledgeable about reading and assessing for reading difficulties was identified. Members of the team included classroom teachers, reading specialists, special education teachers, curriculum coordinators, principals, a school psychologist, a speech-language pathologist, and a special education director. There were fourteen districts represented among the twenty-two team members.

Prior to reviewing materials, team members met with staff from the Office of Curriculum and Instruction and the Office of Special Education to review the purpose of the screening assessments, the requirements listed in the scoring guide, and the process for review. Additional material from the National Center for Intensive Intervention was used to ensure a common understanding of reliability and validity of assessments.

Each team member was assigned one to two assessments to review independently, so each product received three to five reviews. Once independent reviews were completed, OSDE staff compared the results. If there were disagreements between the reviewers, they were asked to come together to discuss the evidence submitted and attempt to reach a consensus as to whether or not the element(s) in question met the requirements. If consensus could not be reached, other reviewers were asked to conduct an independent review of the product for the element(s) in question.

### Required Qualifications of Screening Assessments

The statute, 70 O.S. §1210.508C(D)(1-5) identifies qualities that must be present in universal screening assessments.

*D. The State Board of Education shall approve screening instruments for use at the beginning and end of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year as required in subsections A and B of this section; provided, at least one of the screening instruments shall meet the following criteria:*

- 1. Assess for phonemic awareness, phonics, reading fluency, vocabulary and comprehension;*
- 2. Document the validity and reliability of each assessment;*
- 3. Can be used for identifying students who are at risk for reading deficiency and progress monitor throughout the school year;*



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4. *Can be used to assess students with disabilities and English language learners; and*
5. *Accompanied by a data management system that provides profiles for students, class, grade level and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes to be used for students at risk of reading failure. The State Board shall ensure that any assessments approved are in alignment with the subject matter standards adopted by the State Board of Education.*

In order to ensure quality assessments that met the needs of Oklahoma districts, ten categories were identified for the scoring guide for universal screening assessments. Those categories are:

- Purpose of Screener  
*The purpose of the assessment is to identify students who are at-risk for reading difficulties as well as monitor the progress of students receiving intervention services.*
- Evidence of Reliability  
*Evidence of reliability, or the consistency of a set of scores that are designed to measure the same thing, is provided through at least two forms at 0.80 or higher.*
- Evidence of Validity  
*Evidence of validity, or how well something measures what it is supposed to measure, is provided through at least three forms at 0.70 or higher.*
- Required Skills Assessed  
*The skills listed in the statute are assessed in the kindergarten through third-grade range, as developmentally appropriate. These skills include oral language, alphabetic knowledge, phonemic awareness, phonics, reading fluency, vocabulary and comprehension.*
- Administration Requirements  
*The assessment is brief and can be administered by a general education teacher. It does not require specialized credentials beyond brief training over the specific administration of this assessment.*
- Accommodations Identified  
*Appropriate accommodations for students with disabilities and English learners are identified.*
- Data Management  
*A student profile is provided that shows the student's instruction point of need and reading achievement. Student scores are also provided in all required formats: subtest/subscale, overall standard/composite, norm-referenced, grade-level equivalent, and Lexile. Reports are also provided at the class, grade, school and district levels.*



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- Family Resources  
*Resources, including explanatory letters, are available to help the student's family understand the purpose and results of the assessment.*
- Support for Administration  
*An administration manual with clear directions is provided. Guidance for interpreting data and making appropriate instructional decisions is also available.*
- Professional Development  
*Professional development for administering the assessment and interpreting the data is available.*

Evidence for each of the required descriptors within a category had to be present for the category to be considered as having met the requirements. Each of the ten categories had to meet requirements in order to be recommended for approval by the Oklahoma State Board of Education.

### Results for Review of Universal Screening Assessment

There were four products submitted for consideration as a universal screening assessment.

Assessment	Publisher
i-Ready Diagnostic	Curriculum Associates
Exact Path	Edmentum
Amira	Houghton Mifflin Harcourt
MAP Reading Fluency™	NWEA

The review team examined each of the submissions and determined if each of the required qualifications for universal screening were met or not. The results, along with recommendations for approval, are discussed for each submission below.

#### Curriculum Associates: i-Ready Diagnostic

The review team found that this assessment met all of the required elements of the universal screening assessment.

As a result of these findings, the review team **recommends** that i-Ready Diagnostic be approved as a universal screening assessment.

#### Edmentum: Exact Path

The review team found that this assessment did not meet the following required elements of the universal screening assessment:

**Purpose of Universal Screener.** One of the requirements for universal screeners is the ability to provide periodic progress monitoring on the skill(s) on which the student



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demonstrates difficulty. If a district decides to use the learning activities that accompany Exact Path, there are periodic “progress checks” used as formative assessments over the breadth of the skills practiced. However, it does not provide progress monitoring within a Response to Intervention framework.

**Evidence of Reliability.** While the submission for Exact Path does address reliability, evidence for meeting the strong standard is lacking. Edmentum provides an explanation for why some forms of reliability cannot be used with this assessment, primarily due to the adaptive nature of the assessment. However, submissions from other assessments that are also adaptive in nature were able to provide this evidence. There is a table provided on page 41 of the submission with information for Item Response Theory (IRT) reliability and Split-Half reliability. There is no information about how the study was conducted. It is noted that reliability is lower for kindergarten and first grade. Edmentum states “the slightly lower reliabilities for K-1 test events are explained by an intentional design decision to provide K-1 students with a shorter test as compared to older learners.”

It is important to note that reliability studies were conducted during the 2019-20 school year, which was an incomplete school year for most of the nation. Edmentum also noted the limitations to their reliability studies caused by the pandemic. It also appears that the majority of the studies for reliability and validity were completed by the publisher rather than an independent third party.

As a result, the review team does not feel that evidence was provided indicating strong reliability.

As a result of these findings, the review team **does not recommend** that Exact Path be approved as a universal screening assessment.

### [Houghton Mifflin Harcourt: Amira](#)

The review team found that this assessment met all of the required elements of the universal screening assessment.

As a result of these findings, the review team **recommends** that Amira be approved as a universal screening assessment.

### [NWEA: MAP Reading Fluency™](#)

The review team found that this assessment met all of the required elements of the universal screening assessment.

MAP Growth™ was approved as a universal screening assessment in the study completed in 2018. However, it has since been noted that the MAP Growth™ assessment does not provide for periodic monitoring of progress. If districts were to use the MAP Suite of assessments (MAP Growth™ and MAP Reading Fluency™), they would have access to all required components.



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Based on that information, it is the recommendation of the review team that MAP Suite be approved, rather than using either MAP Growth™ or MAP Reading Fluency™. However, MAP Growth™ was not reevaluated in this review, and this change would require districts that currently use MAP Growth™ to expand their contract to include the full Suite.

As a result of these findings, the review team **recommends** that MAP Reading Fluency™ be approved as a universal screening assessment.

### Recommendations for Universal Screeners

Based on the evidence provided by the vendors, it is the recommendation of the review team that the Oklahoma State Board of Education approve the addition of the following universal screening assessments to the list of screeners that Oklahoma school districts may use for the RSA beginning with the 2022-23 school year.

Assessment	Publisher
i-Ready Diagnostic	Curriculum Associates
Amira	Houghton Mifflin Harcourt
MAP Reading Fluency™	NWEA

These additions will allow districts to choose from ten possible assessments for universal screening.